

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall, 1996






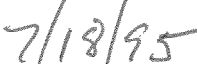








Type of Action:

New
 Modification
 Cancellation

Alpha and Number: ED 215

Title: Introduction to Exceptional Individuals

Reason for initiating, modifying, or cancelling course, or other pertinent comment: Update the course to reflect changes in course description, course outline, instructional goals, and course objectives.

	
Proposer	Date
	
Department Chair	Date
	
Unit Review (Dean)	Date
	
English and Format Reviewer	Date
	
Academic Council Chair	Date
	
Academic Vice President	Date
	
President	Date

1. Department: Education

2. Purpose: The purpose of this course is to acquaint students with the characteristics and needs of exceptional children as defined by the United States Education Department Guidelines. It will provide those working in a regular education setting with the skills needed to recognize children with special needs, to make appropriate referrals, and to cope with inclusion of students with disabilities in regular classrooms. For those interested in a possible career in special education, it will provide an introduction to the field.

3. Description:

A. Recommended Text(s): Exceptional Children and Youth, Fifth Edition, 1990, Haring, Norris G. and McCormick, Linda, Merrill - Publishing Company.
ISBN: 0-675-211 78-6
Readability: 10th grade

B. Contact Hours

1. Lecture: 45 hours persemester

2. Lab:

3. Other:

C. Credits

1. Number: 3

2. Type: Regular degree credits

Course: ED 215 Introduction to Exceptional Individuals

D. Catalog Description: This course investigates exceptionalities as defined according to federal educational guidelines, including visual impairment, hearing impairment, learning disabilities, mental retardation, physically and health impaired, behaviorally disordered, communication disorders, and gifted. It is a required course for all education majors. For special education majors, it is an introductory course that will familiarize students with various categories of disability. This course is a prerequisite for other special education courses and serves to prepare elementary and early childhood majors who serve children with disabilities in their classrooms. Students taking this course must have completed, or be concurrently enrolled in, either ED 201 or ED 251.

E. Certificate, Degree, or other Requirements Met by Course: This course fulfills a requirement for the A.A. in Liberal Arts with emphasis in Elementary Education, Early Childhood, or Special Education.

F. Course Activities and Design: This course gives students opportunities to develop as many self-learning techniques as possible. Learning situations are developed to allow students to research information and develop realistic situational and practical applications in order to assist them in identification, assessment, and understanding of the student in the classroom.

4. Prerequisite(s), Concurrent Enrollment, Knowledge and Skills: ED 201 or ED 251 or concurrent enrollment

5. Estimated Cost of Course and Instructional Resources:

Cost to the College: Instructor's salary and instructional materials such as VCR, television, and overhead projector.

Cost of the Course to the Student: Cost of the textbook, and tuition. Lab fee: \$15.00.

6. Method of Evaluation:

Participation in class and group activities; learning situation research; identification, assessment, and understanding of exceptionality case studies of students identified as needing special education services; a midterm; and a final exam will be used to evaluate student performance.

7. Course Outline:

1. 0 Overview of Special Education
 - 1.1 History of special education
 - 1.2 Categories of exceptionalities
 - 1.3 Laws and regulations
- 2.0 Cultural Diversity and Exceptionality
 - 2.1 Definition and characteristics
 - 2.2 Assessment and psychocultural variables
 - 2.3 Teaching and learning processes
- 3.0 Learning Disabilities
 - 3.1 Definition and prevalence
 - 3.2 Causes and characteristics
 - 3.3 Intervention and curriculum implications
- 4.0 Behavior Disorders
 - 4.1 Definition and prevalence
 - 4.2 Causes and characteristics
 - 4.3 Intervention and curriculum implications
5. 0 Mental Retardation
 - 5.1 Definition, levels of severity, prevalence
 - 5.2 Causes and characteristics
 - 5.3 Intervention and curriculum implications
- 6.0 Physical and Health Impairments
 - 6.1 Definition and prevalence
 - 6.2 Causes and characteristics
 - 6.3 Intervention and curriculum implications
- 7.0 Communication Disorders
 - 7.1 Definition and prevalence
 - 7.2 Causes and characteristics
 - 7.3 Intervention and curriculum implications
- 8.0 Hearing Impairments
 - 8.1 Definition and prevalence
 - 8.2 Causes and characteristics
 - 8.3 Intervention and curriculum implications

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9.0 Visual Impairments

- 9.1 Definition and prevalence
- 9.2 Causes and characteristics
- 9.3 Intervention and curriculum implications

10.0 The Gifted and Talented

- 10.1 Definition and prevalence
- 10.2 Causes and characteristics
- 10.3 Intervention and curriculum implications

11.0 Families and Exceptional Children

- 11.1 Historical perspective
- 11.2 The process of parenting an exceptional child
- 11.3 Skills in working with families

8.0 Instructional Goals and Defined Outcomes:

1.0 Instructional Goals. The course will introduce students to:

- 1.1 The history of development of special education services;
- 1.2 The laws and regulations governing special education provisions;
- 1.3 The Individual Education Plan, and the application in the classroom or community;
- 1.4 The "people first" philosophy of developmental disabilities;
- 1.5 Different cultural needs, expectations, adaptations, and family values concerning special education and services provided;
- 1.6 Adaptations and provisions necessary for assessment procedures due to cultural diversity;
- 1.7 Different learning styles and techniques based upon culture and ethnicity;
- 1.8 The definition, characteristics, and prevalence of specific learning disabilities, behavior disorders, mental retardation, physical and health impairments, speech and language disorders, hearing impairments, visual impairments, and gifted and talented children;
- 1.9 The parental and family process from acknowledgment to acceptance of having a child with an exceptionality.

2.0 Defined Outcomes. Upon successful completion of this course, students will be able to:

- 2.1 Recognize and demonstrate knowledge of the history of development of special education services and the laws and regulations governing special education provisions;
- 2.2. Demonstrate understanding and application of the Individual Education Plan (IEP) and its application in the classroom or community;
- 2.3 Define the "people first" philosophy of developmental disabilities;
- 2.4 Recognize and demonstrate knowledge of different cultural needs, expectations, adaptations, and family values concerning special education services provided;
- 2.5 Demonstrate understanding of the adaptations and provisions necessary for assessment procedures due to cultural diversity;

- 2.6 Recognize different learning styles and techniques based upon culture and ethnicity;
- 2.7 Recognize and demonstrate knowledge of the definition, characteristics, and prevalence of specific learning disabilities, behavior disorders, mental retardation, physical and health impairments, speech and language disorders, hearing impairments, visual impairments, and gifted and talented children;
- 2.8 Recognize and demonstrate knowledge of parental and family process from acknowledgment to acceptance of having a child with special needs.